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ABSTRACT

Article 77, Section 28a, of the Annotated Code of the Laws of Maryland, commonly called the Maryland Educational Accountability Program (MAAP), was passed in 1972 by the Maryland General Assembly. This act should insure when properly implemented, that educational programs: (1) lead to the attainment of established educational objectives, (2) provide information for accurate analysis of costs of instructional programs, and (3) provide information for the analysis of the differential effectiveness of instructional programs. Compliance with the MAAP includes the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--state, school system, and individual school. The act requires a school by school survey of the current status of student achievement in relationship to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. MAAP stipulates that a yearly report be submitted by the State Superintendent of Schools to the Governor and State legislature. This Handbook was developed to help ensure that MAAP responsibilities at all levels are understood clearly and carried out effectively. (Author/BJG)

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MARYLAND HANDBOOK

on the

ACCOUNTABILITY ASSESSMENT PROGRAM

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Maryland State Department of Education

January 30, 1974

Center for Educational Research and Evaluation
Research Triangle Institute (RTI)
Research Triangle Park, North Carolina 27709

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Research Triangle Park, North Carolina 27709

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PREFACE

These guidelines are to be used by all Maryland public schools in implementing the Assessment Component of the Maryland Educational Accountability Program. They were developed for the Maryland State Department of Education on a contractual basis by Research Triangle Institute (RTI) of North Carolina. RTI worked closely with a review panel of State and local testing program administrators and accountability coordinators:

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The product in draft form was further reviewed by all the local coordinators for accountability and the State Advisory Committee on Accountability whose names appear on the following page. In addition, the guidelines were presented for approval by the Maryland State Board of Education before the final printing.

The contributions made by these groups are sincerely appreciated. This handbook is intended to assure the required uniformity in test administration procedures, security of test materials, and other matters with the aim of establishing an accountability assessment system which is fair to students, staff, schools, and school systems.

Sincerely yours,

James A. Sensenbaugh
State Superintendent of Schools

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Chapter 1

Introduction to the Maryland Accountability Assessment Program

A. Purpose

The purpose of this chapter is to describe the background and rationale for the Maryland Accountability Assessment Program (MAAP) and to orient the users of the Handbook to the primary goals which MAAP is designed to achieve. The fundamental importance of MAAP to the state's overall responsibility for educational accountability should be clear to the user after reading this chapter. The legal and administrative mandates and procedures described in this chapter form the basis for assigning the specific responsibilities in MAAP which each system coordinator, each school coordinator, and each participating teacher must assume and discharge.

This Handbook was developed to help insure that MAAP responsibilities at all levels are understood clearly and carried out effectively. Chapter 1 explains what educational accountability is and what it means to you. The information in this chapter is divided into the following sections: (1) the law; (2) definition of accountability; (3) role of the State Board of Education; (4) role of the State Advisory Council on Accountability; (5) the accountability assessment instruments; (6) the state plan for educational accountability; (7) the accountability report to the Governor and the Legislature; (8) precautions; (9) levels of responsibility in accountability assessment; and (10) Maryland's future in accountability.

B. The Law

At this writing, some thirty states have enacted accountability legislation. Virtually all of the remaining states have drafted plans for accountability legislation or have initiated procedures at the state level which will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, of the Annotated Code of the Laws of Maryland was passed.

The law has come to be commonly called the "Educational Accountability Act."

The overall purpose of the act is, of course, to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for accurate analysis of costs of instructional programs, and provide information for an analysis of the differential effectiveness of instructional programs.

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--state, school system, and individual school. The goals and objectives at the system level need to be in conformity with those established at the state level, and those established by individual schools need to be in keeping with those of the local system and of the state.

Also required by the act is a school by school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is likewise a stipulation of the act.

The Maryland Educational Accountability Act also requires that, beginning in January 1975, a yearly report be submitted by the State Superintendent of Schools to the Governor and to the state legislature. This report must include, but not necessarily be limited to, the progress made by the Maryland State Department of Education, by the local systems, and by each individual school toward the achievement of their respective goals and objectives. This report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

C. Definition of Accountability

Simply stated, educational accountability should be viewed as an attempt to explain the results achieved by public school programs. Its purpose is to promote an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, to make educational improvements.

More specifically, Maryland's accountability program can be said to have six basic characteristics. First is its positive emphasis. Accountability should determine which programs are effective and which are not. Elimination or modifcation of the ineffective programs and wider dissemination and usage of the effective ones will lead to general improvement of educational programs and opportunities for students.

Secondly, accountability is more than a testing program. A testing program can logically be a part of an accountability program but it is by no means the whole program. It is important that test results be interpreted in terms of local objectives more than in terms of national norms.

Gradual and deliberate movement into an accountability system is the third characteristic of the Maryland program. Rather than attempting to develop a complete and exemplary program quickly, Maryland's goal is to progress carefully from the basic elements into a complete program.

The fourth characteristic of the program is of special interest to teachers. Accountability is not designed to eliminate teacher tenure. Accountability is program-oriented and not focused toward evaluating and weeding out ineffective teachers. There is, in fact, much legal precedent for the invalidity of firing teachers on the basis of student achievement scores.

Next is the characteristic that requires that accountability demand accounting by all personnel, not just by teachers. All teachers can certainly achieve most effectively when supplied with adequate and appropriate resources, pleasant working conditions, and effective and supportive school administrators. Accountability for providing teachers

with these resources and supporting services and conditions falls upon the people at all levels outside the classroom.

Lastly, accountability should be concerned with progress in the affective, as well as cognitive, areas. Development of self-esteem and concern for others is an important goal in the eyes of the general public. Though it is at present difficult to assess behavior in the affective domain, workable methods of observing and measuring these behaviors will eventually be formulated, and the Maryland Accountability Program must be ready to incorporate such methods.

D. Role of the State Board of Education

In response to the accountability legislation enacted by the Maryland State Legislature and in accord with the six characteristics formulated for the State's Accountability Program, the Maryland State Board of Education determined that the initial efforts of accountability should concentrate on the basic learning skills of reading, writing, and mathematics. Following the specification of desired educational goals in each of these three areas, an accountability system should measure student achievement relative to each goal and then prepare an analysis of the achievement results related to other variables, such as student intelligence and socioeconomic status.

In order for these tasks to be accomplished, the State Board of Education appointed a State Advisory Committee on Accountability, drawing its members from a broad cross-section of the state's population. It also designated the chairman of this committee. A member of the Maryland State Department of Education was assigned full-time to the committee, as its executive secretary, in order to make available, as detailed accountability procedures were developed, technical services from the State Department of Education to the committee and to the local school systems.

The Advisory Committee was directed to report to the State Superintendent of Schools, and he, in turn, was to report his recommendations to the State Board of Education. The responsibilities of the Advisory Committee included the recommendation of appropriate goal statements for each of

the three basic learning skill areas. Also, the committee prepared guidelines designed to assist local school systems in collecting pupil achievement data in the three skill areas. These guidelines constitute the content of the remaining chapters of this Handbook. Technical assistance was made available from the executive secretary and other MSDE staff as needed to implement these guidelines.

E. Role of the State Advisory Council on Accountability

In June of 1973, the State Advisory Council recommended to the State Board of Education certain statewide instructional goals. Also included in their statement to the Board were the recommendations that the accountability program use locally based assessment which focuses on the degree to which a school is successful in meeting its own goals, that a statewide testing and reporting program be developed by MSDE to measure the attainment of statewide goals, and that the Iowa Test of Basic Skills be used as a part of the initial statewide testing program.

F. Accountability Assessment Instruments

The Local Coordinators, the Advisory Council, and the State Board of Education agreed that all systems would administer the Iowa Test of Basic Skills (1971 edition, Form 5) and the Cognitive Abilities Test (1971 edition, Form 1), two tests developed and published by the same company and normed on the same population. Only seven Maryland school systems were not using the Iowa Test of Basic Skills (ITBS) at the time the instruments were selected.

A major reason for selecting the ITBS is that this test is favorably reviewed in Buros' Mental Measurement Yearbook and is highly rated with regard to content coverage and statistical characteristics by UCLA's Center for the Study of Evaluation. Also important is the fact that the ITBS can provide criterion-referenced, as well as norm-referenced, information for instructional program analyses.

G. State Plan for Implementation of Accountability Act

The plan for implementing the state's accountability program included a schedule of deadlines for completing the several phases of establishing goals and objectives. The first deadline was August 1, 1973, by which time the Maryland State Board of Education would have adopted and disseminated the board statewide goals in reading, writing, and mathematics. Other scheduled deadlines were December 1, 1973, for developing and disseminating a catalogue of goals and objectives (by the Maryland State Department of Education) and June 1, 1974, for the establishment and submission of school system goals to the State Coordinator of Accountability for review by the appropriate State Goals Committee.

The State implementation plan further specified that by September 1, 1974, school system goals would be reviewed and that by April 1, 1975, each school would have established its own objectives, consistent with its unique needs and in keeping with the school system goals. Finally, September 1, 1975, was designated as the deadline for school systems to evaluate the objectives submitted by individual schools and to submit a narrative report to the Maryland State Department of Education on the establishment of school objectives.

The State's implementation plan required the establishment of a comprehensive and uniform statewide testing program. The plan also called for the establishment of procedures for collecting data on student, home, community, and school characteristics. Finally, the implementation plan required the establishment of procedures by which school systems would report test results and information on other variables to the Maryland State Department of Education.

The State plan for implementation of the Accountability Act specified that the ITBS and CAT would be given to all pupils in grades 3, 5, 7, and 9, starting in the spring of 1974. More specifically, the plan designated the dates March 1 to 31 for ITBS and CAT testing in grades 7 and 9 and the period from April 15 to May 15 for ITBS and CAT testing in grades 3 and 5. To ensure that thest tests were given under uniform conditions and that results were reported systematically and consistently, explicit descriptions of responsibilities at the different levels were

developed. These descriptions and related accountability procedures appear in Chapters 2 through 5 of this Handbook. On or before November 1, 1974, according to the accountability implementation plan, the Maryland State Department of Education would have completed the first summary analysis of all data collected up to that time.

A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of relevant test data and other information leads to meaningful changes and modifications in instructional programs. However, it is not sufficient to just assume that the schools' instructional programs become more effective and efficient because the State has an accountability program. In keeping with the Accountability Act, evaluation programs must be developed to determine the effect that modifications of the instructional programs have upon goal attainment. The MSDE is encouraged to assist local school systems and schools in this evaluation task by sponsoring pilot evaluation projects in selected school systems.

Adequate evaluation of instructional programs requires the use of more than just norm-referenced tests. Criterion-referenced tests in reading, writing and mathematics must be developed and adapted for use in Maryland's public schools. The State's accountability program must be extended to other subject matter areas and to domains other than the cognitive one. There is also a need to develop effective procedures for establishing the cost of various instructional programs.

H. Handicapped Children and the Accountability Assessment Program

There are three sources of concern which pertain to Handicapped Children and the Accountability Assessment Program:

1. Validity

The instruments to be used in the testing program were not normed on some children in some special education programs and, therefore, would not be valid for them. However, a valid assessment of Maryland's educational situation should include some special students as part of the total educational need.

2. Comparability

If different school systems have special students with varying definitions of "special," they will exclude students from the assessment program according to incomparable criteria. Therefore, comparability of the assessment results would be questionable.

3. Humanitarian Concerns

We do not want to test a child to whom the examination process is seriously distressing nor, on the other hand, to exclude, and thereby possibly to humiliate, a child who will not suffer from the testing experience.

Therefore, the program was explored by a subcommittee of local directors of special education. Their recommendation, which follows, was accepted by the State Advisory Council on Accountability and approved by the State Board of Education:

1. Only certain children included in the third quarterly Data System for the Handicapped (DSH) will be considered as handicapped for testing and be excluded for the Accountability assessment purposes.
2. The following categories of handicapped children reported in the DSH or eligible for inclusion in the DSH will not be included in the Accountability Assessment Program:
   a. Mentally Retarded (trainable and educable).
   b. Deaf (profound disability--91 db plus).
   c. Blind and partially sighted.
   d. Physically handicapped who cannot manipulate a pencil.
   e. Multiple handicapped.
   f. Emotionally disturbed who are enrolled in a public school excess cost program.

   Children who qualify for the third quarterly report of the DSH but for an administrative reason fail to be reported and who fall into categories listed above are not to be included in the Maryland Accountability Assessment Program. It is understood and assumed that such excluded children will appear in the subsequent DSH report.

All other handicapped children reported in the third quarterly report of the DSH will be tested and their scores will be reported.

3. Each local school system will report the numbers of children by handicap categories who have been excluded from the Accountability Assessment Program.

I. The "Accountability Report" to the Governor and the Legislature

There is widespread and justifiable concern for the manner in which data from the Maryland Accountability Assessment Program will appear in the Accountability Report to the Governor and the Legislature. The method of reporting information is crucial to the whole issue of accountability.

At present, plans include the return of the summarized data to the local systems for their review so that the local administrations may provide their own individual narratives for the state report. In preparing narratives for their data summaries, local administrations may wish to include descriptions of:

1. Goal setting activities at the school system and individual school levels.
2. School system goals and goals for "typical" elementary and "typical" secondary schools.
3. The results of the use of State assessment instruments (needs revealed, appropriateness for local population, ...).
4. Progress of schools toward system and/or school goals not covered by State assessment instruments.
5. Program modification activities during the reporting year and plans for further modification.
6. Unmet needs for resources to permit improvement of programs and services.

J. Precautions

Uniform guidelines in test administration have been prepared and must be carefully observed across the state by all school systems. This Handbook

is intended to assure the required uniformity in test administration procedures, security of test materials, confidentiality of individual student test scores, and other matters with the aim of establishing and continuing an accountability assessment system that is fair to each student, teacher, school, and school system. Adherence to standard procedures will enable us to carry out our respective responsibilities in a highly professional and ethical fashion. It is of extreme importance to keep these first steps in Maryland's accountability program free of criticism resulting from irregular activities brought about by misunderstanding or naivete.

Several directives are given with this goal of uniformity and fairness in view. First, ITBS test items should be used exclusively for accountability testing activities and absolutely no items from any form or edition of the test should be used as a part of the instructional program. Also, it has been decided that only the specified editions, the ITBS, 1971, and the CAT, 1971, are to be used in accountability assessment testing and on the dates specified in Section G, and that these and all other editions of both tests are not to be used in any other testing program in the schools. In addition, no items from either test should be used in teacher-staff workshops, as knowledge of the items is bound, even unconsciously, to influence instruction.

K. Responsibility for Carrying Out the Accountability Assessment Program at the State, Local System, School Building, and Classroom Levels

To carry out the Maryland Accountability Assessment Program (MAAP), responsibility rests with all levels of the professional education community. It is necessary that teachers, supervisors, and administrators be cognizant of the responsibilities at each level so that expectations are clear to all participating personnel.

Responsibilities at the State level include overall planning and coordinating of MAAP; providing support and assistance to school systems in carrying out the statewide assessment; statewide collection, analysis, and reporting of assessment data; providing the legislature with a report based upon MAAP results; implementing accountability legislation; developing a structure for receipt, storage, and security of MAAP data; and providing school systems with criteria for identifying pupils to be excluded from the MAAP.

The responsibilities assigned at the school system level are discussed in Chapter 3 of the Handbook; Chapter 4 outlines the responsibilities at the school building level; and the responsibilities at the classroom level are spelled out in Chapter 5.

L. Maryland's Future in Accountability

It is appropriate to ask, at this writing: What is required of us for the future program of accountability in the state? What needs to be achieved beyond the first accountability report to the Governor and the Legislature?

Accountability can be said to exist when the following conditions have been met: (1) the state goals of education reflect the educational needs and interests of the population; (2) minimum student achievement expectations have been developed in each goal area; (3) current student status, recent progress, and needed improvement in each goal area are matters of public record and specific objectives for improving the current status have been adopted; (4) programs to achieve specific objectives have been implemented; and, finally, (5) the cost of programs, i.e., the cost of achieving goals and objectives, is a matter of public record.

It is necessary, therefore, to plan a course of action in keeping with these conditions, that could be cooperatively developed with the Local Coordinators for Accountability and the State Advisory Council for Accountability. Such an implementation plan should include a rationale for accountability and an assignment of functions to key levels of the public education system in Maryland to assure that appropriate data are collected and disseminated to those political jurisdictions expected to act and follow-up on that information.

The rationale for accountability and assignment of functions should maintain, and not alter, the model system of public education established in Maryland in past years. For many years, Maryland has enjoyed a healthy balance of state and local responsibility for education. Local initiative, along with good financial equilization aid, has been fruitful for public education in Maryland. This balance between state and local responsibliity should not be destroyed but rather recognized and fostered through interpretation of the accountability legislation.

State responsibility will need to focus on objectives pertaining to minimum skills specified in the state law, and local school systems should be encouraged to establish a comprehensive set of objectives and evaluation procedures patterned to local needs and local perceptions of public education. The first half of 1974 will be partially devoted to involving the requisit constituencies in the drafting of a five-year plan based on this described philosophy.

Chapter 2

Orientation to Testing

A. General

This chapter provides a general introduction to four important considerations for the test administration phase of the Maryland Accountability Assessment Program (MAAP): (1) preparation for testing; (2) conditions for test administration; (3) potential pitfalls; and (4) school system, building, and classroom level MAAP responsibilities. Each of these considerations is treated in separate sections below.

B. Preparation for Testing

1. Teacher Preparation

The qualifications, training, orientation, and preparation of the person administering the tests are all very important. Of equal importance is the test administrator's sense of responsibility for assuring the reliability of MAAP test results. Advance planning, training, and orientation are principal responsibilities of School System and School Building MAAP Coordinators. No amount of assistance from School System and School Building Coordinators in orientation, materials distribution, and supervision, however, can replace the preparations the teacher (tester) must make.

Proper preparation for testing on the part of the teacher requires active participation in training and/or MAAP orientation sessions, careful study of this Handbook and the test manuals, rehearsal of directions and instructions for test administration prior to the actual testing, systematic checking of materials received, close attention to test administration, sensitivity to pupil motivation and to the proper atmosphere for testing, maintaining test security, and familiarity with and adherence to MAAP guidelines.

2. Student Preparation

In a real sense, the teacher, by being well-prepared, confident, and comfortable in the testing situation can, by example, do much to

prepare students psychologically for testing. Students may not respond to lengthy lectures on the importance of testing, but they should be reassured that these tests provide information so teachers can help them learn better. Your School MAAP Coordinator will provide for practice testing with all third grade pupils. Practice testing will be very helpful in reducing responding errors, minimizing anxiety, and in promoting appropriate and informed test-taking behavior. Practice testing (using the Houghton-Mifflin Practice Tests) is to be conducted for all third grades at least five days prior to MAAP Testing. All pupils have the right to know why they are taking the tests and what uses will be made of the results.

The teacher should schedule a brief session a day or two prior to MAAP testing during which the nature and purposes of the testing can be presented and discussed. Even though all third grades will have had a practice test, this session should also be conducted for them. For example, the teacher might say:

> "These tests show how much you know about reading, spelling, vocabulary, math problems, and numbers."
>
> "These tests will also tell you something about how you and your classmates compare with other pupils of the same age in these skills."
>
> "These tests help me (the teacher) and the other teachers to know how to help you improve and which skills you may need help in improving."

These, or similar statements of purpose should also precede the practice testing session for third graders.

C. Conditions for Test Administration

Administering the tests under standardized conditions is crucial to the ultimate success of MAAP. If proper testing conditions are not provided in each classroom across the state, student scores may be contaminated by factors which are totally unrelated to their actual achievement. This is why the Handbook and test manuals set forth such specific and detailed directions and instructions. In order that pupils have the

opportunity to perform at their maximum potential, teachers must adhere strictly to standard test administration conditions; all subtests must be timed exactly; all directions and instructions must be clear and concise; undue noise, confusion, and movement must be eliminated during testing.

D. Potential Pitfalls

Although proper orientation and preparation will significantly reduce the danger presented by the potential pitfalls described here, School Building and School System MAAP Coordinators and teachers must be alert to the damage these problems can do to their test results.

1. Cheating

Talking about cheating with the pupils is less likely to be effective than doing something to prevent its occurrence. Proper seating arrangements (without completely rearranging the classroom) and good supervision by the test administrator are probably the most effective deterrents to cheating.

2. Inaccurate Timing

Accuracy in timing is crucial to maintaining standard testing conditions. This potential problem may be most easily and simply dealt with by having the teacher write down the exact time (to the second) as soon as he/she says "Begin." Next, the teacher should add to that time the number of minutes allowed for the subtest being given and record the time that will be shown on the clock or watch when the subtest is to end. Form P-3, found at the end of Chapter 5, should be used to record these times for ITBS testing. A quantity of this form for recording all beginning and stopping times will be provided in your test materials. Do not write these times on the chalkboard. Some pupils will be made more anxious by being able to see the time written on the chalkboard. Regardless of how tempting it may be, no group nor any pupil is to receive more or less time than that specified in the test directions.

3. Administering Tests at Inappropriate Times

Beginning and stopping times should be scheduled so testing will not continue into a period of time inappropriate for testing, such as

the lunch period, recess, and the like. Trying to "squeeze just one more subtest in before lunch" is very tempting--don't fall for it!

4. Confusion or Inaccurate Directions

If students do not clearly understand what they are supposed to do, their test data may be invalid and may lead to conclusions about their abilities (knowledge and skill levels) which are both incorrect and unfair. Once again, careful preparation prior to testing is the key to avoiding this pitfall. Careful advance preparation may include teacher orientation and pupil practice sessions. Test administrators should practice reading the test directions aloud several times during pre-test rehearsal.

5. Teaching to the Test

It is important to keep in mind throughout the test administration that the major purpose of this assessment is to sample pupil behaviors and to determine their level of knowledge and mastery of skills relative to those areas measured by the tests. The practical value of MAAP results would be greatly reduced if the pupils were demonstrating only the memorization of information and the simple repetition of skills. Using MAAP tests or sections of these tests for academic instruction not only defeats the purpose of MAAP but shows rather poor professional judgement concerning appropriate curriculum practices.

6. Inappropriate Group Size

Students should not be tested in groups larger than 40, and testing should be done in intact groups. MAAP testing is to be done in classrooms. In those situations where open-classrooms or similar-sized facilities exist, arrangements should be made to carry out testing where a group of not more than 40 will be tested at a time.

E. System, School, and Classroom Level MAAP Responsibilities

The next three chapters provide explicit descriptions of the MAAP responsibilities at the system (Chapter 3), school (Chapter 4), and

classroom (Chapter 5) levels. Copies of forms for reporting that MAAP responsibilities at these various levels have been carried out are presented at the end of each of the respective chapters.

The detailed nature of these descriptions is specifically designed to assist all personnel involved in MAAP to clearly understand exactly what his/her responsibilities are and to provide a guide for reporting that these responsibilities have been carried out. It is only by using such a precise format for MAAP that uniform testing conditions can be assured across testing sites on a statewide basis. Such uniformity is at the very heart of the collection of valid test results, thus insuring that the comparisons made will be fair to all pupils involved.

Chapter 3

System Level MAAP Responsibilities

A. General

The duties and responsibilities of the System MAAP Coordinator are specified in this chapter of the Maryland Handbook on Accountability Assessment. After the System Coordinator has carefully read the rest of the Handbook, he/she should use this section as the guide for carrying out and for reporting the completion of his/her responsibilities.

If your school system already has a clearly established mechanism for carrying out systemwide testing and if you are familiar and comfortable with that mechanism, it can be used in lieu of the MAAP system outlined here. Remember, however, that your system's testing program must meet all of the standards, regulations, and time-frames established by MSDE for MAAP. Even though your system's testing plan may supercede the MAAP guidelines, it must not omit nor fall below any of the minimum standards set for MAAP.

Whether your system chooses to use the MAAP guidelines set forth in this Handbook, or chooses to use its own mechanism, all the blue MAAP forms (coded with a "B") discussed in this chapter must be completed, sent, and received by the dates specified there. These "B" forms have been placed together at the end of the chapter for reader convenience.

The System MAAP Coordinator must insure and verify that he/she has made every attempt to orient all School MAAP Coordinators with all phases of the testing program. The System Coordinator has overall responsibility for the organization, implementation, orientation, and verification of MAAP in his/her system. The Handbook is designed to serve as the primary resource for these purposes.

B. Appointment of System MAAP Test Coordinator and Alternate by Superintendent

Each System Superintendent will appoint one person who is responsible to the Superintendent for coordinating all system-level MAAP activities. The

Superintendent should also at the same time appoint an alternate System MAAP Test Coordinator in the event that the regular System Test Coordinator should become incapacitated or otherwise unable to fulfill his assigned responsibilities. The responsibilities of the System MAAP Coordinator are described in the remaining sections of this chapter.

The appointment of the System MAAP Coordinator and alternate must be made by the Superintendent on or before January 15 and notification of the appointment made in writing to the State Superintendent of Schools and received on or before January 20. (Use Form B-1.)

C. Procurement of Tests, Practice Tests, Answer Sheets, and Related Test Materials

Each System MAAP Coordinator is responsible for procuring a sufficient number of Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CAT) manuals, test booklets, appropriate answer sheets, Houghton-Mifflin practice tests (3rd grade only), and "TESTING—DO NOT DISTURB" signs for testing all pupils in grades 3, 5, 7, and 9.

A sufficient number of all these items and materials must be in the hands of the System MAAP Test Coordinator on or Before February 15. (Use Form B-2.) Even though in some school systems it will be necessary for schools to share test booklets, the System MAAP Coordinator is responsible for the procurement and distribution of all tests and related materials.

D. Assigning Central Staff to the Assessment Program as Coordinators, Trainers, and Supervisors

Each System MAAP Test Coordinator should solely or together with the Superintendent, depending upon the authority designated to the test coordinator, appoint other central staff personnel to assist him/her in coordinating and supervising the system-wide MAAP testing program and in training those persons who will be involved in the program at the school building level. It may be that different persons will be appointed to serve in these different capacities (coordinating, training, supervising) or the same person or persons may be selected to serve in all of them. This will depend upon what appears to be the most feasible arrangement in

a particular school system. The number of assistants should be kept to a minimum since it is always the System MAAP Coordinator who is responsible for and has to vouch for the successful completion of each of the system-wide activities in the MAAP testing program.

Appointment of all assistants by the System MAAP Coordinator, subject to the approval of the Superintendent, should be made on Form B-3 not later than January 31.

E. Distribution of Tests, Answer Sheets, and Related Testing Materials to School Principals

Each System MAAP Test Coordinator is responsible for the delivery to each school principal of a sufficient number of Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CAT) manuals, test booklets, appropriate answer sheets, Houghton-Mifflin practice tests (Grade 3 only), and "TESTING--DO NOT DISTURB" signs for testing all pupils in grades 3, 5, 7, and 9 at each school.

A sufficient number of all of these items and materials must be in the hands of school principals at least two weeks prior to the beginning of testing. (Use Form B-4.)

F. Providing Appropriate Orientation and Training for School MAAP Test Coordinators and Test Administrators

It is the responsibility of the System MAAP Test Coordinator to meet with all School MAAP Test Coordinators in his/her system to discuss the responsibilities that the School Coordinators will have in MAAP. The System Test Coordinator should schedule the meeting at a time convenient to all, or nearly all, School Coordinators. Make-up sessions should be scheduled for all School Test Coordinators until all coordinators have had the opportunity to discuss the roles and responsibilities that they will have in MAAP. A discussion of roles and responsibilities should make explicitly clear what materials and services will be provided by the System Test Coordinator and what will be the responsibilities of the School Test Coordinator. The orientation session for the School Test

Coordinators should be held on or before February 15. (Use Form B-5 for this purpose.)

The System Test Coordinator should arrange an orientation and training session for all test administrators, and he/she should specifically assign this responsibility in writing to each School Test Coordinator. (Use Form B-5 for this purpose.)

G. Carrying Out a Program of Testing Supervision to Insure that MAAP Guidelines are Being Followed

Each System MAAP Test Coordinator will be expected to visit all classes being tested in a randomly selected school during each day of supervision throughout regularly scheduled testing.[1/] It is recommended that these visits be unannounced. During these visits the System MAAP Test Coordinator should offer whatever suggestions that he/she believes will be helpful, provide the School Test Coordinators and test administrators with requested information, and prepare a report on any observations which he/she believes will be useful in determining the reliability and/or validity of the test data for the sites visited. Reports of each visit and significant observations should be included on Form B-6 and should be sent to the State Superintendent of Schools not later than one week after the last day of regularly scheduled testing with the CAT.

The System MAAP Test Coordinator may wish to assign supervision responsibilities to the School Test Coordinator or to use other staff to assist him in this responsibility. In those situations where supervisory responsibilities are assigned to others by the System MAAP Test Coordinator, the latter should provide those persons appointed to assist him/her with a set of guidelines to insure that their observations are systematically made and reported. It will be the responsibility of the System MAAP Test Coordinator to transmit the reports of relevant observations to the State Superintendent of Schools.

1/ The testing schedule in each district is the responsibility of the System MAAP Test Coordinator and should be developed within the general guideline dates set forth by MSDE.

Those persons other than the System Test Coordinator making these observations should be identified, and their observations included as a part of Form B-6 or attached to it as a separate item.

H. Providing Systematic Procedures for Collection of Test Results, Test Booklets, and Related Testing Materials

The System MAAP Test Coordinator should make arrangements for all test results, test manuals, and related testing materials to be picked up at each of the schools in his/her system. These materials should be readied for pick-up by the School Test Coordinator. A record of the materials picked up should be made by the person receiving the materials at the time that they are received. The form used for this purpose is B-7. This form should be signed by the School Test Coordinator at the time of the pick-up, showing that he agrees with the receiving agent's count and report of the quantity of each item being handed over. The deadline for collection of these materials is one week after conclusion of regularly scheduled MAAP testing. Separate B-7 Forms will need to be completed for ITBS and CAT testing.

I. Preparing and Transmitting Test Results to MSDE

The following data are to be reported for each school in the system for grades 3, 5, 7, and 9. The data are to be reported in computer print-out form or on Form B-8 and should be received by the Maryland State Department of Education on or before July 1.

General Information

1. School system name and school name.
2. Number of students enrolled in grade as of September 30.
3. Number of students tested on each subtest.

Information from CAT Nonverbal Subtest

1. School mean Standard Age Score (SAS) by grade.
2. School standard deviation of SAS distribution by grade.

Information from ITBS Subtests: Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Language Usage, Language Total, Mathematical Concepts, Mathematical Problems, Mathematical Total

1. School mean GE scores by grade.
2. School standard deviation of GE score distributions by grade.
3. Translation of grade mean GE subtest scores in No. 1 above under ITBS Information into school percentile ranks, using ITBS tables entitled "Norms/Averages, Forms 5/6."
4. From grade mean SAS scores in No. 1 above, under CAT Information determine expected grade mean GE scores for the following: Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. Use tables, pp. 55-57, in ITBS manual entitled "Percentile Norms for Standard Age Score Levels."

Whether or not Form B-8 is used to transmit the requested information to MSDE, it should be examined to clarify the exact nature of the data needed.

MAAP CALENDAR FOR SYSTEM TEST COORDINATOR

Form No.	Report Title	Deadline Date for Completion and/or Mailing	To Whom Sent	Deadline Receipt Date
B-1	Appointment of System MAAP Coordinator and Alternate	January 15	State Superintendent of Schools	January 20
B-2	Testing Materials Procurement Record	February 15	Hold	TBA
B-3	Record of Staff Assignments in MAAP	January 31	Hold	TBA
B-4	Testing Materials Distribution Record	14 days prior to beginning of testing	Hold	TBA
B-5	Report of Orientation and Training for MAAP School Coordinators	February 15	Hold	TBA
B-6	Report of Testing Supervision Visit	7 days after completion of ITBS Testing and again 7 days after completion of CAT Testing	Coordinator of Measurement and Evaluation, R.E.I.S.	12 days after completion of ITBS Testing and again 12 days after completion of CAT Testing
B-7	Testing Materials Collection Record	7 days after completion of MAAP Testing	Hold	TBA
B-8	A Sample Format for School Data	June 26	State Superintendent of Schools	July 1

Form B-1

APPOINTMENT OF SYSTEM MAAP COORDINATOR AND ALTERNATE

School System: _____

TO: _____
(State Superintendent of Schools)

_____ has been designated by
(Name)
the undersigned as System MAAP Test Coordinator. The Alternate System MAAP Test Coordinator is _____.
(Name)

_____
(Date Mailed)

_____
(Superintendent of Schools)

_____
(Date Received)

_____
(State Superintendent of Schools)

Deadline date for receipt of notification of appointment of System MAAP Test Coordinator and Alternate by State Superintendent of Schools: January 20.

Form B-2

TESTING MATERIALS PROCUREMENT RECORD

School System: _____

I, _____, confirm that the following tests
(Name)
and test-related materials were procured and securely stored in this school system on or before February 15 of the present year.

ITEM	QUANTITY	LEVEL(S) AND/OR FORMS(S)	CODE NOS. FROM	TO
1. ITBS Manuals	_____	_____		
2. ITBS Booklets	_____	_____	____	____
3. CAT Manuals	_____	_____		
4. CAT Booklets	_____	_____	____	____
5. ITBS Answer Sheets	_____			
6. CAT Answer Sheets	_____			
7. Practice Tests	_____			
8. Practice Test Answer Sheets	_____			
9. Testing Signs	_____			
Total Number of Pupils to Be Tested: _____				

_____
(System MAAP Test Coordinator)

Deadline for completion of this form: February 15. This form should be held by the System MAAP Test Coordinator until requested by an official from MDSE.

Form B-3

REPORT OF STAFF ASSIGNMENTS IN MAAP

School System: _____

This is to confirm that I, the undersigned, have appointed the below named members of the central staff to assume the designated system level responsibilities in MAAP.

Name of Central Staff Member	Type of Responsibility		
	Orientation	Coordination	Supervision

_____
(Date)

_____
(System MAAP Test Coordinator)

_____
(Superintendent)

Deadline for reporting appointments: January 31. This form should be held by the System MAAP Test Coordinator until requested by an official from MSDE.

Form B-4

TESTING MATERIALS DISTRIBUTION RECORD

Type and Quantity of Materials Distributed										Verification		
ITBS Manuals	ITBS Test Booklets Code Numbers From-To	ITBS Form or Level	ITBS Answer Sheets	CAT Manuals	CAT Test Booklets Code Numbers From-To	CAT Form or Level	CAT Answer Sheets	Practice Tests & Ans. Sheets	Signs--"Testing-Do Not Disturb"	Date of Delivery	Name of School	Principal's Signature

Deadline for distribution of materials to school principals: Two weeks prior to the beginning of MAAP testing.
This form should be held by the System MAAP Test Coordinator until requested by an official from MSDE.

Form B-5

REPORT OF ORIENTATION AND TRAINING FOR MAAP
SCHOOL TEST COORDINATORS

I, _____, confirm that a meeting was held
(System MAAP Coordinator)

at _____ on _____
(Location of Meeting) (Date)

and was attended by those persons whose names appear below. I further confirm that the responsibilities of the School Coordinators were discussed until it appeared that they were understood by all in attendance.

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

Finally, I confirm that I have assigned the responsibility for training the administrators of the tests to each School MAAP Coordinator: Yes__ No__.

_____
(Date)

_____
(System MAAP Coordinator)

Deadline for holding orientation and training meeting: February 15. A separate form should be completed for each meeting held. Completed forms should be kept by the System MAAP Test Coordinator until requested by an official from MSDE.

Form B-6

REPORT OF TESTING SUPERVISION VISIT

TO: State Coordinator of Measurement and Evaluation, R.E.I.S.

FROM: _____ School System: _____
(System MAAP Test Coordinator)

This is to report that as System MAAP Test Coordinator, I visited the following schools on the designated dates.

	School	Date
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

The MAAP test being administered at the time of my visit was the

_____
(Name of MAAP Test being Administered)

Total number of classes being tested at grade levels 3, 5, 7 and 9: _____

Total number of teachers with whom you talked: _____

Comments: (Be certain to describe any observations which you believe will be useful in establishing the reliability and validity of test data obtained from the schools you visited.)

Deadline for completing and mailing this form: one week after the completion of ITBS testing and again one week after the completion of CAT testing. The form should be mailed to the Coordinator of Measurement and Evaluation, R.E.I.S., by 12 days after the completion of ITBS testing and again 12 days after the completion of CAT testing.

Form B-7

TESTING MATERIALS COLLECTION RECORD

Type and Quantity of Materials Collected										Verification		
ITBS Manuals	ITBS Test Booklets Code Numbers From-To	ITBS Form or Level	ITBS Answer Sheets	CAT Manuals	CAT Test Booklets Code Numbers From-To	CAT Form or Level	CAT Answer Sheets	Practice Tests & Ans. Sheets	Signs--"Testing-Do Not Disturb"	Date of Collection	Name of School	Signature of School MAAP Test Coordinator

Deadline for collection of materials from School MAAP Test Coordinators: One week after the conclusion of regularly scheduled MAAP testing. Separate forms will need to be completed for ITBS and CAT testing.

Completed forms should be held by the System MAAP Test Coordinator until requested by an official from MSDE.

Form B-8

A SAMPLE FORMAT FOR SCHOOL DATA

School System Name: _____ School Name: _____

Grade*: _____ Students Enrolled: _____

Information about CAT

Number of Students Tested	Mean SAS Score	Standard Deviation of SAS Distribution

Information about ITBS

Area of Test	Number Students Tested	Mean GE Score	Standard Deviation of GE Distribution	Expected GE From Mean SAS	Percentile Rank of Mean GE
Vocabulary					
Reading					
Spelling				**	
Capitalization				**	
Punctuation				**	
Language Usage				**	
Language Total					
Mathematics Concepts				**	
Mathematics Problems				**	
Mathematics Total					

* Use a separate sheet for each grade.
** Blank cells.

Deadline for receipt of this form by the State Superintendent of Schools: July 1.

Chapter 4

School Level MAAP Responsibilities

A. General

The purpose of this chapter is to provide a set of uniform instructions and guidelines for the administration of the Iowa Tests of Basic Skills and the Cognitive Abilities Test in your school. The School Test Coordinator should be thoroughly familiar with the purposes and rationale of the Maryland Accountability Assessment Program (MAAP) and with the role played by MAAP personnel at the other levels of responsibility (state, system, and classroom). For this reason, the School MAAP Coordinator is urged to read other chapters of this Handbook.

Your school system may choose to utilize its own structure for carrying out MAAP testing. If so, you will be informed by your System MAAP Coordinator. He/she will provide you with the necessary orientation and written guidelines. Whether you are directed to use your system's plan or the MAAP plan contained in this Handbook, you are responsible for insuring and verifying that minimum MAAP standards have been met by your school. This Handbook contains those minimum standards and the report forms for verifying your school's adherance to them. All forms referenced in this chapter have been placed at the end of the chapter for reader convenience. These "Y" coded forms should be completed, mailed, and received on or before the specified deadlines.

B. Designation of MAAP School Test Coordinator and Alternate by the Principal

Each school principal will appoint one person who is responsible to the Principal for coordinating all school-level MAAP activities. The principal should also at the same time appoint an alternate School Test Coordinator in the event the School Test Coordinator should become incapacitated or otherwise unable to fulfill his assigned responsibilities. The specific responsibilities of the School MAAP Test Coordinator are described in the remainder of the Yellow Section of this Handbook.

The designation of the School MAAP Test Coordinator must be made by the principal on or before January 15; notification of the appointment must be made in writing to the School System Administrative Offices (Superintendent of Schools) and received on or before January 20. (Use Form Y-1.)

C. Handling and Storing Tests, Manuals, Answer Sheets, and Related Test Materials

1. Receiving Materials

Each School MAAP Test Coordinator is responsible for receiving, checking, storing a sufficient number of ITBS and CAT examiners' manuals, test booklets, answer sheets, and "TESTING--DO NOT DISTURB" signs for testing all pupils in grades 3, 5, 7, and 9. He/she should also receive the same number of Houghton-Mifflin practice tests as there are third grade children to be tested in his/her school. Each School Coordinator is to procure the appropriate number of No. 2 pencils for MAAP testing.

The School MAAP Coordinator is responsible for checking and signing in (vouching for) a sufficient number of all of these items for his/her building. Tests and test-related materials must be in the hands of the School MAAP Test Coordinator at least two weeks prior to the beginning of MAAP testing. (Use Form Y-2.)

2. Storing Materials

Each School Coordinator is responsible for the proper storage and security of all MAAP tests and materials. The tests and materials are to be stored in sealed cartons (boxes) after they have been checked for correctness of quantity, level/form, and after the test booklets have been checked for proper sequence of code numbers. All test materials must be stored under lock and key within the school building. (Use Form Y-2.)

3. Distribution of Materials

Each School Coordinator is responsible for distributing only the number of tests, manuals, answer sheets, and No. 2 pencils to the teachers (testers) required for each separate testing and make-up

session. The School Coordinator will have each teacher (tester) check his/her materials and sign Form Y-3 for materials received immediately prior to each testing or make-up session. This form should be held by the School Coordinator until the completion of all MAAP testing and then mailed to the System Coordinator no later than May 20.

4. Collection of Materials

The School Coordinator is responsible for collecting the tests, manuals, answer sheets, and signs after each testing session and for storing and securing the MAAP materials. As the materials are collected from each teacher (tester), the School Coordinator will use Form Y-3 to check the materials in. Pay particular attention to the code numbers on the test booklets collected from each teacher to see that they are in proper sequence and that the quantity is correct. All test booklets and answer sheets must be collected and checked in the same day on which they were distributed.

In addition to collecting the answer sheets and test booklets after each testing session, it is the duty of the School Coordinator to collect Form P-2 from the teacher. Form P-2 is presented at the end of Chapter 5. Collection of Form P-2 will permit the School Coordinator to keep a daily tally of absentees so make-up sessions can be appropriately scheduled and efficiently conducted. To that end, it is suggested that the School Coordinator identify and list the absentees by name, classroom, and grade after each testing session so he/she can pull out the proper test booklets and answer sheets and have these materials ready for the make-up session.

The Summary Report of Absentees and Incomplete Tests (Form Y-4) is to be filled out and submitted to the System MAAP Coordinator after the last testing or make-up session is completed. Form Y-4 should be mailed to the System MAAP Coordinator one week after conclusion of MAAP testing.

5. Packaging Materials

Each School Coordinator is responsible for packaging the MAAP materials into their original cartons. The answer sheets should be

packaged separately by classroom (teacher) then by grade level (e.g., all third grade packages in one group, all fifth grade packages in another).

Be sure to keep all MAAP materials stored and locked until they are picked up by or delivered to the System MAAP Coordinator.

D. Arranging Testing Space, Facilities, and Equipment

Each School MAAP Coordinator is responsible for checking to see that proper conditions are met and maintained during the testing period. Form Y-5 will be used for checking and confirming proper testing conditions. This form is to be mailed to the System Coordinator one week after the completion of MAAP testing.

It is important to emphasize that testing is to be carried out in intact classroom groups. Large-group testing in which several classes are brought together in a cafeteria, library, auditorium or the like is not permitted. Further, all testing, timing, and instructing is to be done by the teacher (tester) in each participating classroom. The use of the school intercom or PA system is not permissible under MAAP guidelines.

E. Teacher (Tester) Orientation for Test Administration

School Coordinators may be assigned the responsibility of conducting a training-orientation session in his/her school at least two weeks prior to MAAP test administration. However, this training may be provided by the System MAAP Test Coordinator. Because this program differs from traditional school-wide testing, no teacher who is scheduled to administer MAAP tests is to be excused from the orientation session. Further, at least one alternate tester for each grady level is to be appointed and included in the orientation session. The School Coordinator will appoint one teacher to collect and transmit to the System MAAP Coordinator all P-1 Forms immediately after the MAAP orientation-training session. (Form Y-6 will serve as the guide for planning, conducting, and reporting the Staff Orientation for MAAP Test Administration.) Form Y-6 should be mailed to the System MAAP Coordinator not later than February 28.

F. School-Level Test Supervision

Each School MAAP Coordinator is responsible for carrying out a systematic program of supervision in his/her school. The School Coordinator may be assisted in supervision activities by system-level and/or MSDE personnel at some point during the MAAP testing period. The School Coordinator must be available during each test session to observe and assist teachers if problems should arise. (Form Y-7 will assist the School MAAP Coordinator in planning, implementing, and reporting MAAP supervision activities.) This Form should be mailed to the System MAAP Coordinator one week after the completion of all MAAP testing.

MAAP CALENDAR FOR SCHOOL TEST COORDINATORS

Form Number	Report Title	Deadline Mailing Date	To Whom Sent	Deadline Receipt Date
Y-1	Designation of School MAAP Test Coordinator	January 15	System MAAP Test Coordinator c/o Superintendent	January 20
Y-2	Record of Receipt, Storage, and Security of MAAP Materials	Two weeks prior to MAAP Testing	System MAAP Test Coordinator	February 26
Y-3	Materials Distribution and Collection Record	May 20	System MAAP Test Coordinator	May 25
Y-4	Summary Report of Absentees and Incomplete Tests	Seven days after the conclusion of MAAP Testing	System MAAP Test Coordinator	12 days after completion of MAAP Testing
Y-5	Report of Testing Conditions	(Same as Above)	System MAAP Test Coordinator	(Same as Above)
Y-6	Report of MAAP Test Administration Orientation	February 28	System MAAP Test Coordinator	March 5
Y-7	Report of MAAP Testing Supervision	Seven days after the completion of MAAP Testing	System MAAP Test Coordinator	12 days after completion of MAAP Testing

Form Y-1

DESIGNATION OF SCHOOL MAAP TEST COORDINATOR AND ALTERNATE

School System: _____

TO: _____
(System MAAP Test Coordinator, c/o Superintendent)

_____ has been designated by the undersigned as School MAAP Test Coordinator for _____.
(School)

The alternate School MAAP Test Coordinator is _____.
(Name)

_____
(Date Mailed)

_____
(Principal)

Date Received: _____

Signed: _____
(Superintendent or System Test Coordinator)

Deadline Date for Receipt of Notification of Appointment of School MAAP Test Coordinator: January 20. This form should be sent to the System MAAP Test Coordinator, c/o Superintendent.

FORM Y-2

RECORD OF RECEIPT, STORAGE, AND SECURITY OF MAAP MATERIALS

School System: _____

School: _____

On _____ (date), I received from _____ (name),

_____ (title), the following tests and test-related materials:

ITEM	QUANTITY	LEVEL(S) AND/OR FORMS(S)	CODE NOS. FROM	TO
1. ITBS Manuals	_____	_____	_____	_____
2. ITBS Booklets	_____	_____	_____	_____
3. CAT Manuals	_____	_____	_____	_____
4. CAT Booklets	_____	_____	_____	_____
5. ITBS Answer Sheets	_____	_____	_____	_____
6. CAT Answer Sheets	_____			
7. Practice Tests	_____			
8. Practice Test Ans. Sheets	_____			
9. Testing Signs	_____			

Total Number of Pupils to Be Tested: _____

_____
(School MAAP Coordinator)

On _____ (date), I placed the materials listed above in

_____ (location of MAAP materials within the school). These materials are under lock and key and are stored in sealed cartons.*

_____
(School MAAP Coordinator)

_____
(Date Received)

_____
(System MAAP Coordinator)

Deadline Date for Receipt by System MAAP Test Coordinator: February 26.

* It is suggested that cartons be resealed with paper sealing tape.

FORM Y-3

MATERIALS DISTRIBUTION AND COLLECTION RECORD

Room No. _____ School System _____

Teacher _____ School _____

Grade _____

MATERIALS DISTRIBUTED

Testing Session	ITBS Manuals	ITBS Test Booklets Code Numbers From-To	ITBS Form or Level	ITBS Answer Sheets	CAT Manuals	CAT Test Booklets Code Numbers From-To	CAT Form or Level	CAT Answer Sheets	Practice Tests & Answer Sheets	Signs--"Testing-Do Not Disturb"	Teachers Initials	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												

FORM Y-3 (Continued)

MATERIALS DISTRIBUTION AND COLLECTION RECORD

Room No. _____

Teacher _____

Grade _____

School System _____

School _____

MATERIALS COLLECTED

Testing Session	ITBS Manuals	ITBS Test Booklets Code Numbers From-To	ITBS Form or Level	ITBS Answer Sheets	CAT Manuals	CAT Test Booklets Code Numbers From-To	CAT Form or Level	CAT Answer Sheets	Practice Tests & Answer Sheets	Signs--"Testing-Do Not Disturb"	Teacher's Initials	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												

Date Mailed _____

Signed _____
(School MAAP Coordinator)

Date Received _____

Signed _____
(System MAAP Coordinator)

Deadline for receipt of this record by the System MAAP Coordinator: May 20. This form should be held until all MAAP testing has been completed. A separate copy of this record has to be maintained for each teacher participating in MAAP testing.

Form Y-4

SUMMARY REPORT OF ABSENTEES AND INCOMPLETE TESTS

School System _____

School _____

	No. of Pupils in Your School Eligible for MAAP Testing	No. of Pupils Completing All MAAP Testing Sessions	Reasons for Incompleted Tests					
			Excused Absences	Unexcused Absences	Illness During Test	Other Emergency	Transferred Out of School	Other Reasons for Not Completing Tests
Grade 3								
Grade 5								
Grade 7								
Grade 9								
Total								

Date Mailed _____ Date Received _____

_____ _____

(School MAAP Coordinator) (System MAAP Coordinator)

Deadline Date for Receipt of this Form by the System MAAP Coordinator: One Week After Conclusion of MAAP Testing.

Form Y-5

REPORT OF TESTING CONDITIONS

School System _____

School _____

I, _____, confirm that the following conditions
(School MAAP Coordinator)
were met during each MAAP testing and make-up session at our school.

	CONDITION	CHECK	
		Yes	No
1.	All testing done in classroom groups?	___	___
2.	Pupils with known or suspected vision and/or hearing impairments seated near teacher and chalkboard?	___	___
3.	Adequate space between seats?	___	___
4.	Availability of chalkboard?	___	___
5.	Adequate light?	___	___
6.	Adequate ventilation?	___	___
7.	Comfortable temperature?	___	___
8.	Noise within acceptable limits?	___	___
9.	Provision made for left-handed pupils?	___	___
10.	Sign(s) posted at classroom entrance--"TESTING--DO NOT DISTURB"?	___	___
11.	Availability of suitable timing device?	___	___
12.	Rest breaks provided?	___	___
13.	Time limits strictly adhered to?	___	___
14.	Beginning and stopping times for each subtest recorded?	___	___
15.	Was all testing carried out in intact groups?	___	___

_____ _____
(Date Mailed) (Date Received)

_____ _____
(School MAAP Coordinator) (System MAAP Coordinator)

Deadline for receipt of this form by the System MAAP Coordinator: 12 days after conclusion of MAAP Testing.

FORM Y-6

REPORT OF ORIENTATION TO MAAP TEST ADMINISTRATION

School System _____

School _____

I, _____, confirm that the following materials
(School MAAP Coordinator)

and activities were included in the Orientation to MAAP Test Administration held in our school on _____.
date

ORIENTATION MATERIALS AND ACTIVITIES	CHECK	
	Yes	No
1. All staff assigned to MAAP testing were present?	____	____
2. At least one alternate for each grade level present?	____	____
3. One copy of Maryland Handbook on Accountability Assessment (distributed to each participating staff member three weeks prior to Orientation session?)	____	____
4. Copy of MAAP Test Schedule distributed to each participant?	____	____
5. Policy and schedule for make-up testing clearly stated in writing?	____	____
6. Staff assignments explained and discussed?	____	____
7. Rationale for testing program explained?	____	____
8. Clear statement of conditions under which pupils may be excused from taking test?	____	____
9. Explanation of importance of adhering to standard testing procedures and conditions?	____	____
10. Information distributed on where, when and from whom materials will be obtained?	____	____
11. Information distributed on packaging procedures and return of materials to whom, where, and when?	____	____
12. Explanation of reasons for close attention to security procedures for receiving, using, and returning test materials?	____	____
13. Each teacher received one copy of each test (ITBS and CAT), administrator's manual, and answer sheet?	____	____
14. Each teacher returned one copy of each test (ITBS and CAT), administrator's manual, and answer sheets?	____	____

Form Y-6 (Continued)

MAAP Orientation

Teachers Participating in MAAP Testing Name	Grade Level	Attendance at Orientation Meeting Present	 Absent
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

I confirm that _____ has been assigned the responsibility of collecting and transmitting to the System MAAP Coordinator all P-1 Forms completed by teachers in this building immediately following the MAAP orientation-training session.

(Teacher's Name)

_____ _____

(Date Mailed) (Date Received)

_____ _____

(School MAAP Coordinator) (System MAAP Coordinator)

Deadline for receipt of this form by System MAAP Coordinator: March 5.

FORM Y-7

REPORT OF MAAP TESTING SUPERVISION

School System _____

School _____

I, _____, confirm that the following MAAP supervision
(School MAAP Coordinator)

activities were carried out in our school between _____
(date)

and _____.
(date)

ACTIVITY	CHECK Yes	No
1. Was each participating teacher (test administrator) observed by you on at least one occasion during <u>each</u> MAAP testing session?	___	___
2. Were you accompanied by <u>system-level</u> personnel at any time during your supervision of teachers in your school?	___	___
3. Were you accompanied by MSDE personnel at any time during your supervision of teachers in your school . . .	___	___
4. Were all teachers observed by you conducting the MAAP testing according to specified guidelines and under specified conditions?	___	___

If your assistance was required <u>after</u> a testing session was begun, on any occasion, complete the form below:

Nature of Problem or Situation	Date

_____ _____
(Date Mailed) (Date Received)

_____ _____
(School MAAP Coordinator) (System MAAP Coordinator)

Deadline date for receipt of this form by the System MAAP Coordinator:
12 days after completion of MAAP Testing.

Chapter 5

Classroom Level MAAP Responsibilities

A. General

This chapter of the Maryland Handbook on Accountability Assessment contains the specific guidelines for administering the tests chosen for the Maryland Accountability Assessment Program (MAAP). These guidelines will be clearer to you if you have read the other chapters of this Handbook.

Your major responsibility is to insure and verify that all phases of testing in your classroom meet MAAP guidelines. This Handbook is your primary resource for carrying out this important responsibility. Your School MAAP Coordinator will see that you receive all of the necessary tests, answer sheets, and related materials. He/she will inform you about MAAP orientation and/or training prior to the testing dates.

Make no assumptions about MAAP testing simply because you have administered tests before--even if you have used the ITBS and/or CAT. You must prepare yourself in every detail for MAAP testing. If you have administered standardized group tests before, you already know that the most crucial part of the test administrator's task is to be organized, informed, and confident. This "pink" chapter of the Handbook is designed to assist you in meeting your assigned MAAP responsibilities.

B. Becoming Familiar with MAAP Guidelines

Each classroom teacher who will be administering the ITBS and the CAT as a part of the MAAP should have his/her own copy of this Handbook. It should be read in its entirety, with particular attention being given to this chapter. The pink report forms that appear at the end of this chapter should also be examined quite carefully. Only by having read and thought about the contents of this Handbook will you be prepared to solicit needed information at the time of your orientation-training session. The information contained in this Handbook and that presented

at the orientation-training session will serve as the basis for answering many student questions about testing that will arise prior to and during MAAP testing.

C. Participation in Appropriate Orientation and Training Activities Coordinated by the School and/or System MAAP Test Coordinator

Every teacher who will be involved in MAAP testing, without exception, should attend an orientation-training session scheduled and conducted by either the System or School MAAP Test Coordinator. It is the System Test Coordinator's responsibility to either conduct the session or to assign this responsibility to the School Test Coordinator. The teacher will be presented with the rationale for and policies of MAAP. The teacher should note the importance of adhering to standard testing procedures and conditions. Each teacher should make certain that he/she has received a copy of this Handbook and a copy of the MAAP test schedule at least one week prior to the orientation-training session. A discussion of specific responsibilities should lead to a clear understanding on the part of teachers as to how, when, and from whom test materials will be received and how, when, and to whom they are to be returned. The discussion should also lead to a clear understanding of the conditions under which a student may be excused from taking the test. The criteria for excluding untestable pupils will be provided by MSDE.

One of the most important functions of the orientation-training session will be to provide instructions and training relative to the actual administration of the ITBS and the CAT. For this aspect of training, each teacher should receive one copy each of the ITBS and CAT administrator's manuals and appropriate answer sheets. During this component of the orientation-training, teachers should read over all instructions which apply to those subtests of the ITBS and CAT that will be administered as a part of the MAAP. All teachers should have the opportunity to study and become thoroughly familiar with the applicable administration instructions and procedures.

Some school systems will have prepared their own manuals for test administration. So long as these manuals do not in any way prescribe conditions and procedures which deviate from those in the regular administrator's manual, they should be considered to supersede the published manual.

The orientation-training session should be scheduled not more than 14 days nor fewer than seven (7) days prior to the first day of regularly scheduled testing.

A report of the orientation-training session and of the activities which took place in it should be made on Form P-1. This report should be completed, given to the teacher designated by the School Building Coordinator to collect them, and mailed to the System MAAP Test Coordinator not more than two days following the orientation-training session.

D. Receiving, Distributing, Collecting, and Maintaining Security of all Test Booklets, Answer Sheets, and Related Testing Materials

1. Receiving Materials

Each teacher should receive from the School MAAP Test Coordinator enough test booklets, answer sheets, and No. 2 pencils for each pupil being tested in his/her classroom. The teacher should also receive an administrator's test manual and a "TESTING--DO NOT DISTURB" sign. After these materials have been received and checked, the teacher should sign the School Test Coordinator's Form Y-3. These materials should be received the day in which they are to be used. They should NEVER be received prior to the date of the scheduled testing.

2. Distributing Materials

Each teacher is responsible for distribution to each student those materials, and only those materials, specified in the administration manual for the test being given. NO student should be given more or fewer items than called for in the manual, and no exceptions should be made.

3. Collecting Materials

Each teacher is responsible for collecting from each student those materials used by the student for the just completed test. It is recommended that students not be asked to pass test materials to other students but rather that they be instructed to arrange them on top of their desks in such a manner that collection is maximally efficient. For example, students might be asked to put their answer sheets and test booklets together with the answer sheets on top. Pencils could then be collected separately. By collecting all of the materials himself/herself, the teacher does not have to recheck the materials after their collection to make certain that materials were received from each student taking the test. Any temporarily missing materials should be accounted for before any students leave the classroom.

4. Maintaining Security of Test Materials

Test materials should be received by the teacher on the day of testing. ITBS materials should be returned to the School Test Coordinator on the day ITBS testing is concluded. The same procedure should be followed for CAT testing. Teachers should make certain that students do not keep test materials in their possession except during the regularly scheduled testing period. At the beginning of each testing session, teachers should check to make certain that students are marking answer sheets correctly and that students' names have been properly recorded.

Upon the collection of test booklets and answer sheets, teachers should arrange the booklets in sequence according to code numbers. Such an organization of materials by the teacher will facilitate the check-in process when these items are returned to the School Test Coordinator from whom they were received. Return of the appropriate materials will be confirmed when the School Test Coordinator records the quantity and code numbers of test booklets and the correct quantity of answer sheets and signs Form Y-3. The School MAAP Coordinator will also collect Forms P-2, a daily report of absentees and incomplete tests, and P-3, a timing sheet, after each testing session.

E. Preparing Students and the Classroom for Testing

1. Preparation of Students

Teachers should explain to students as succinctly as possible the reasons they are being tested and what uses will be made of the results. Evidence suggests that students do not respond favorably to lengthy, detailed explanations however accurate they might be. Whatever explanation is offered, it should be presented a few days prior to the beginning of testing. Time should be allowed and teachers should be prepared to answer students' questions about the testing in which they will be involved. All third grades will be administered the Houghton-Mifflin practice test approximately one week prior to the actual MAAP testing. These practice tests will be distributed by the School MAAP Coordinator.

One of the most important factors affecting the students' psychological readiness for testing is the teacher's preparedness and confidence which is manifest in the testing situation. If the teacher can be just as much at ease on the day of testing as he/she is on other days, this will do much to ensure reliable and valid results. Being completely familiar with the contents of this Handbook and that of the administrator's manual will do much to help the teacher answer questions and to feel comfortable and confident at the time of testing.

In preparing students psychologically to take the test, the relationship between their effort and the results should be discussed. Too, the significance and planned uses of the results should be explained. The task here is to establish the proper psychological set for taking the test. In addition to discussing other features of the ITBS testing session, the teacher should say:

> "The Iowa Test of Basic Skills shows how much you know about reading, writing, math, vocabulary, correct English, and spelling. The test also shows your ability to use charts, maps, and reference materials such as the dictionary and the encyclopedia."
>
> "This class takes these tests for some other very important reasons. First, the tests will help me (your teachers) help

you improve those skills which need improving. Second, these tests will show how the (third, fifth, seventh, ninth) grade(s) in our school compare(s) with students in other schools and in other states who are in the same grade. The tests will not be used to show how you compare with other students in this class or in this school. Third, each time you take these tests in later grades, it will help you tell how much you have grown in these skills since the last testing period."

"It is very important that you do your best on these tests. Otherwise, they won't really show how well you can do. So make the tests give a true picture of yourself by doing the best that you can on each one."

"Does anyone have any questions."

Prior to the CAT testing period, the teacher should say:

"The Cognitive Abilities Test shows your ability to do well in your school work. The test tells you and your teacher(s) how well you think. It is important to find out how well you do on problems that are drawn in figures and diagrams. This helps teachers to know more about helping you learn."

"There will only be one testing session since this test is shorter than the Iowa Test of Basic Skills. Do your best and try hard to make the test show your true abilities. You will not be compared with your classmates. We want to find out how students in this grade compare with students in other schools in this state and in other states."

"Does anyone have any questions?"

The practice test-taking session for the third grade students will show them how to mark the answer sheets and will help them to understand the effects of stray or inappropriate marks. The teacher might well want to plan in advance ways of keeping the youngest children task-oriented for extended periods of time. Obviously, these efforts need to be within the general guidelines prescribed for administering the specific tests.

2. Preparation of Classroom for Testing

It is the responsibility of the classroom teacher to evaluate the conditions of the classroom in which the test is to be administered.

Specific attention should be directed to the amount of space between the seats, the temperature of the room, the lighting in the room, and noise level in the room. If these and other conditions believed important are not satisfactory, the teacher should contact the School Test Coordinator. In this event, the School Coordinator will have to decide if the conditions can be made satisfactory, or if a satisfactory testing site can be arranged, or if the test will have to be rescheduled. In fairness to the students, tests should never be administered unless all conditions are considered satisfactory.

MAAP CALENDAR FOR CLASSROOM TEACHERS

Form No.	Report Title	Deadline for Completion and/or Mailing	To Whom Given/ Sent	Deadline Receipt Date
P-1	Report of Orientation and Training Activities	2 days following MAAP orientation session	System MAAP Coordinator	7 days following MAAP orientation session
P-2	Daily Report of Absentees and Incomplete Tests	Day of testing	School MAAP Test Coordinator	Day of testing
P-3	Timing Sheet for ITBS	Day of testing	School MAAP Test Coordinator	Turn in with rest of materials

Form P-1

REPORT OF ORIENTATION AND TRAINING ACTIVITIES

School System: _____

School: _____

I, _____, confirm that the following orientation
(Teacher's Name)

and training activities were discussed at the orientation and training session held at our school on _____.
(Date)

ORIENTATION AND TRAINING ACTIVITIES

	Yes	No
1. Was a rationale presented for MAAP?	____	____
2. Were general policies of MAAP discussed?	____	____
3. Were the reasons for maintaining standard conditions for testing discussed?	____	____
4. Were you given a copy of the MAAP Handbook prior to or at the orientation-training session?	____	____
5. Did you receive a copy of the MAAP test schedule for your system?	____	____
6. Was it explained how, when, and from whom you would receive test materials?	____	____
7. Was it explained how, when, and to whom test materials would be returned?	____	____
8. Were the conditions under which students should be excused from taking the test explained?	____	____
9. Were you given sufficient instruction in how to administer the Iowa Test of Basic Skills?	____	____
10. Were you given sufficient instruction in how to administer the Cognitive Abilities Test?	____	____
11. Were you given a copy of the ITBS manual and answer sheet?	____	____
12. Were you given a copy of the CAT manual and answer sheet?	____	____

Form P-1 (continued)

ORIENTATION AND TRAINING ACTIVITIES

	Yes	No
13. Was there a discussion of exactly how you should time the tests you administer?	____	____
14. Was it explained that beginning and stopping times for each subtest should be recorded on the form provided and not on the chalkboard?	____	____
15. Was it explained how make-up testing should be scheduled and conducted?	____	____

This form should be completed immediately following the MAAP orientation-training session. It should be given to the teacher designated by the School Coordinator to collect them.

Deadline for mailing the P-1 Forms to the System MAAP Coordinator: Two days following the orientation session.

Form P-2

DAILY REPORT OF ABSENTEES AND INCOMPLETE TESTS

School System: _____

School: _____

Grade: _____

Teacher _____

Absentees			Incomplete Tests		
List Names	Excused	Unexcused	List Names	Reason for Incomplete Test	List Subtests Missed

NOTE: This form will be collected at the end of each day of MAAP testing by the School Coordinator. All P-2 Forms should be held by the School Coordinator until requested by MSDE.

Form P-3

TIMING SHEET FOR ITBS

Subtest	Starting Time		Working Time		Stopping Time
Vocabulary	_____	+	17 minutes	=	_____
Reading Comprehension	_____	+	55 minutes	=	_____
Spelling	_____	+	12 minutes	=	_____
Capitalization	_____	+	15 minutes	=	_____
Punctuation	_____	+	20 minutes	=	_____
Language Usage	_____	+	20 minutes	=	_____
Math Concepts	_____	+	30 minutes	=	_____
Math Problem Solving	_____	+	30 minutes	=	_____

This form should be turned in to the School MAAP Test Coordinator with the rest of the test materials.